

Teachers' Perceptions of The Implementation of Character Education in Islamic Religious Learning at SMP Muhammadiyah 1 Denpasar Bali

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Abstract

This study examines on Strengthening Character Education (PPK) in Islamic education. Strengthening Character Education (PPK) is a systematic approach to shaping and developing positive character in individuals, particularly in the setting of education. This qualitative research used a qualitative descriptive approach to investigate the subject of one of the Muhammadiyah 1 Junior High Schools in Denpasar, Bali. Data was gathered through interviews, observations, and documentation. The findings demonstrate that Muhammadiyah 1 Denpasar Junior High School has adopted Strengthening Character Education (PPK) in its Islamic curriculum. Implementing PPK improves learning outcomes and student behaviour by enhancing learning motivation, moral strength, social skills, and self-confidence. The curriculum that includes character education and supports extracurricular activities is the key to success in shaping student's character.

Abstrak

Penelitian ini mengkaji Penguatan Pendidikan Karakter (PPK) dalam pembelajaran Agama Islam, Penguatan Pendidikan Karakter (PPK) merupakan suatu upaya sistematis untuk membentuk dan mengembangkan karakter positif pada individu, terutama dalam konteks pendidikan. Dengan menggunakan pendekatan deskriptif kualitatif, penelitian kualitatif ini mengambil subjek salah satu sekolah SMP Muhammadiyah 1 Denpasar, Bali. Pengumpulan data dilakukan dengan wawancara, observasi, dan dokumentasi. Hasil penelitian membuktikan bahwa sekolah SMP Muhammadiyah 1 Denpasar dalam pembelajaran Agama Islam telah menerapkan Penguatan Pendidikan Karakter (PPK), dengan mengimplementasikan PPK memiliki dampak positif terhadap prestasi belajar dan perilaku siswa, dengan meningkatkan motivasi belajar,

penguatan moral, keterampilan sosial, dan kepercayaan diri. Kurikulum yang mengintegrasikan pendidikan karakter, bersama dengan kegiatan ekstrakurikuler yang mendukung, menjadi kunci keberhasilan dalam membentuk karakter siswa.

Keywords

Teacher perception, Character education, Learning, Islamic Education

Introduction

In Indonesia, education has been a popular issue of discussion among scholars. According to data from the Ministry of Education and Culture, there are five issues concerning the problem of strengthening education characters in Indonesia, including the threat of Pancasila ideology. The results of a survey conducted by the Indonesian Survey Institute (LSI) in September 2019 revealed that 86.5% of Muslims believe Pancasila and the 1945 Constitution are the best package. 4% want Islamic law to supplant nation and state, 1.8% want other ideas, and 7.7% said no. According to LSI, there are improvements. When compared to 2016, which recorded 82.3%, intolerance Ministry religion (Ministry of Religion) in 2019 was 73.83 with notes, with a number of provinces falling below the national average. Implementation survey conducted between May 16-19, 2019 and June 18-24, 2019, with 13,600 respondents from 136 districts and cities across 34 provinces (Musbikin, 2019)

The bullying problem was researched by Ipsoss, and data shows that 18,687 residents from 24 countries, including Indonesia, also found that one in eight parents of state children once became victims of harassment and humiliation through online media, and parents state that as many as 55% knew their son experienced bullying in cyberspace (Sartana & Afriyeni, 2017). Data from the System of Online Information (Symphony) of the Ministry of Empowerment for Women and Children shows that violence against children rose significantly in 2016. That's new refers to some small successful cases reported and handled by authorized parties. Cases of violence against children reported in 2015 were recorded at 1,975 and increased to 6,820 in 2016. From the numbers, as much as 88.24 percent of child women and 70.68 percent of child males in Indonesia aged 13–17 years' experience violence in their physiquies. Temporary For the category of emotional violence, 96.22 percent of child women and 86.65 percent of child men in Indonesia have experienced (Salsabbil, 2022) .

Meanwhile, statistical data for criminals in 2019 showed that 3.2% of total drug users were students, which means 4 out of 100 students or students once used drugs. The age of the beginning user of drugs is 10 years with the motive of being persuaded by a friend. Percentage student once

using drugs is as high as 4.8% of junior high school/equivalent level, 6.4% of high school/equivalent level, and 6% of college level tall. Based on usage status, 1.40% of students try to use, 0.44% regularly use, 0.17% are addicts, and 0.06% use drug-type injects (Karundeng et al., 2019). This also happens in institutions of education, both at the elementary, intermediate, and college levels. This becomes problem seriously worrying for a student, because own impact broad negative like from facet physique even mental health, development academics, and integration social, even Can influence function, cognitive, and ability study, not only for individuals involved directly but also for the whole public.

According to Syarbini (2014), education plays a very important role in the formation of character in every institution of education, whether formal (school), informal (family), or non-formal (community). Lickona (2009) states that education character is a deliberate effort to help somebody so that he can understand, pay attention, and do values and core ethics. The Ministry of Education and Culture has enforced education characters at all levels of formal education in Indonesia. Character building is an effort educate a child so they can make decisions and put them into practice in a way that is wise in life every day, so they can contribute in a way that is positive to the environment, which leads to achievement in the formation character and morals for a for a glorious student in a way that is whole, integrated, balanced, and appropriate to standard competence (Zulaikhah, 2019).

School is one of the places strategic in forming character, besides family and community. That's what it's based on: there is an educational program in a school, okay, in activities intra-curricular, co-curricular, and extra-curricular. Character is not a stand-alone subject, but the character values are integrated in the curriculum, meaning that they reinforce the existing curriculum, namely by implementing the existing curriculum, namely by implementing them in subjects and in the daily activities of students (Zarkasi & Kusaeri, 2018). Because of that, it's necessary to plant educational character in every school with various possible activities to support planting good character (Suryanti & Widayanti, 2018). Through education, character students can, in a way, independently improve and use knowledge to learn, internalize, and personalize values, noble character, and moral values so that they manifest in their daily behavior (Alam & Hamid, 2024). Character education at the level institutional aim for the form culture school practiced by all member schools. As for what is meant by culture school, it is characteristics, character, and image school in the eyes of the public (Abidin, 2019).

In the Indonesian context, character education must have 5 aspects of character education values developed in Indonesia, which are sourced from religion, Pancasila, culture, and national education goals, namely:

religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly peace-loving, fond of reading, environmental care, social care, and responsibility (Hasan, 2012). The organization of character education is an absolute thing to do at any level of education. This is very reasonable because education is the main foundation for the growth and development of Indonesia's young generation. (Yustriani & Yusnarni, 2018).

In schools, there is also education that forms character in students. In this modern era, education character has become more important in facing social and moral challenges. Developmental character not only contributes to the formation of good individuals but also to the development of society. Education character becomes important in the educational process at school or in madrasas, besides being part of the formation process of morals in a child nation, education character is also expected to be capable of becoming the main base or foundation for making Indonesia successful in the future (Asmani, 2012).

Strengthening education character become focus main in effort create environment comprehensive education. This matter No only about transfer knowledge academic, but also about form good personality and prepare participant educate become responsible individual answer , empathize and contribute positive for public (Judrah et al., 2024) . That is why character education is crucial. Character education must be implemented and then integrated into school life, both within and outside the classroom. A thorough knowledge of the value of character education, as well as concrete efforts to execute it, can result in long-term good improvements in future generations' social and moral growth.

At the elementary the elementary school level, education character load marks the main thing: everything planned in the lesson plan and syllabus learning (Padmadewi, 2021). On the other hand, the implementation of PPK is integrated into the RPP, the school program, and the academic calendar prepared by the school accordingly. The school does various activity programs for religious purposes and does plan communication between teacher and parent student through book liaison. In management situations and conditions, class is done through arrangement students and facilities support class. Condition factors such as physique, room class, socio-emotional students, and teacher proficiency in organizing class become key. Achieved success from objective learning is pleasant for students as well as Supervision is done by monitoring or supervising regular classes carried out by the class teacher for all students to see how far it has progressed (Lindayani, 2019).

Fun learning goals for students achieved with a learning model integrated, where aspects can embed values, attitude, and character

conceived in fill studies social in students. Temporary for level school basics, students in the very easy phase imitate, so in planting education, character strategy is needed. Planting character at school can be done along with the learning process at school. In line with the study Previously, research conducted by Listiawati (2018) was illustrative and focused on the implementation of the five values that strengthen character education (religious, nationalist, independence, mutual cooperation, and integrity), as well as other core values that take precedence in the school. The instillation and application of these values have been carried out through various themes or activity programs. Several obstacles that emerged in implementation activities have been overcome by rearranging schedules, communication, coordination between school elements and parents, adjustments to the 2013 curriculum concept, and strengthening character education. Therefore, apart from the 4Cs (critical thinking, communication skills, creativity and innovation, and collaboration), it is worth considering improving the 3Cs (communication, coordination, and cooperation) in character education. In implementing character education, there are supporting factors such as the leadership of the school principal, other school elements, and the school network.

Furthermore, research conducted by Khotimah (2019) discusses how to implement the character education program (PPK) through 5S activities at the school level. Through a PPK-based class that integrates values as the main character in the learning process, all subjects and themes are carried out by each teacher at school. Based on that, obviously, the teacher is one of the shapers of character participant education at school. A lot of things can be done by the teacher inside of character participant education at school, and one of them is with the simple method of applying the 5 S culture (smile, greet, be polite, and be courteous).

In other research conducted by Komara (2018), which discusses how strengthening education characters in Indonesia and their relationships with the context of the 21st century through learning-directed For push participant education, look for knowledge from various sources, no given knowledge, and learning directed to be able to formulate problems or ask No, only finish the problem or answer; learning is directed. For practice, think analytically, like in case retrieval process decisions; no, think mechanistic and routine; learning emphasizes cooperation and collaboration in solving problems.

Other research was also conducted by Dahliyana (2017), which discusses strengthening educational character through extracurricular activities at school. In research This own connection activity extracurricular with education character that is as embodiment between knowledge gained in the classroom with attitudes and skills are required developed so that it

can owned student form values Budi character sublime that has become culture in life social school the.

In line with the study previously, research conducted by Setiawan et al., (2021) discusses policy strengthening education character through Islamic education. For those who know the policy of the government about strengthening education, there is relevance of PAI learning with strengthening education character, importance of strengthening education character for participant students, and the role of PAI teachers in strengthening education character in participant education.

Then in study Agung (2017), who discusses the role internal teacher facilitators in strengthening education character (PPK), especially in publishing Permendikbud number 23 of 2017 about 5-day schools (LHS), which require teachers to work 8 hours a day. LHS works double-sided, single-sided efforts so that teachers can fulfill mandatory teaching hours 24 hours a week; on the other hand, as strengthen the education character (PPK) of participants. Strengthening education character can support optimization of the role of the teacher as part of ecosystem education and people at the forefront of learning. The role of the teacher, especially as a facilitator in the implementation of PPK, becomes *the entry point* to success and, at the same time, the vehicle for fulfilling mandatory teaching hours.

Method

We use a descriptive qualitative approach. The descriptive approach is more suitable because of what is being studied. This is implementation education character through culture school, and it can not be explained with a number. According to Polit & Beck (2009), descriptive qualitative is a term used in the study qualitative for something in nature studies. This research is generally used in phenomenology social, because, with design, this can build and discover an essence from experience from participants with or without involved researchers on the phenomenon. This research was held at SMP Muhammadiyah 1 Denpasar. Subject in this study is PAI Teacher and head of school. Whereas objects in study this is the teacher's perception of implementation education character.

This study collected three categories of data: observation, interviews, and documentation studies. The observation approach was used to identify school activities linked to student character development, both learning and non-learning activities. Observations were conducted at the research site, SMP Muhammadiyah 1 Denpasar, during the implementation of teaching and learning.

In-depth interviews were held with PAI teachers and school principals. In-depth interviews follow predetermined parameters and are the process of gathering information for research objectives through question-

and-answer sessions between the interviewer and the informant or interviewee (Boyce & Neale, 2006). Documentation (Sugiyono, 2015) was used to collect data on teacher impressions of character education implementation at Muhammadiyah 1 Denpasar Junior High School. Data was analysed through data reduction, data display, and conclusion drawing.

Results and Discussion

Strengthening education character (PPK) at SMP Muhammadiyah 1 Denpasar is something that requires systematic effort to form and develop positive character in the individual, especially in context education. Character building aims to help participants develop moral values, ethics, attitudes, and skills for positive social. Strengthening education character (PPK) is an important step in creating an environment supportive of education and personal and social participant education, as said by the chief school.

Character building based on Qur'an and the Sunnah of the Prophet Muhammad Saw. A number of principle main in education character according to the perspective of the Qur'an involves moral, ethical, spiritual and social aspects. According to the perspective of the Qur'an, character building is not only about learning moral values but also involves the spiritual dimension and consciousness's obligation towards God and each other. Concepts: This becomes the basis of a responsible individual who is responsible, fair, and devout in life daily.

According to Head Muhammadiyah 1 Denpasar Middle School, in the process of strengthening character formation in an environment, school can involve various methods and programs. A number of methods and programs are used at SMP Muhammadiyah 1 Denpasar to strengthen education character, including lessons on character, extracurricular programs, collaborative projects, social and humanitarian activities, habituation positive, reflection and discussion ethics, religious and spiritual activities, and training skills in social. Then, at Muhammadiyah 1 Middle School in Denpasar, increase strengthening education character (PPK) and compose workshop activities about strengthening education character (PPK) at least three times per year. Activities that involve all over-inhabitant school. Muhammadiyah Middle School was actively involved in sending teachers as participants in workshops and training held by the department in the in the local, district, province, and national.

In activities strengthening education character (PPK), there are a number of supporting activities. The success of PPK at SMP Muhammadiyah 1 Denpasar is: curriculum Ismuba from PP Muhammadiyah; habituation program (murojaah, prayer dhuha, prayer congregation, TPQ); extracurricular programs mandatory (trunk holy,

hizbul wathan, and IPM); extracurricular programs academic and non-academic; and school programs reformer (sorting trash and canteen healthy). Apart from supporting PPK's success, Muhammadiyah 1 Denpasar Middle School teacher gave his opinion about other supporting factors. PPK activities are: Power humans who support PPK, the system that is built to be aligned with the PPK program, parental support, and facilities pre-continuous means try to improve To use supports PPK programs such as representative study rooms, prayer rooms, rooms extracurriculars, and sorting areas trash and space agroschool, as mentioned by head Muhammadiyah 1 Middle School Denpasar.

The solution provided by the Head Muhammadiyah 1 Middle School Denpasar when there is a factor inhibitor in PPK activities, namely: providing workshops and PPK training, conducting a habit of worship and strengthening character other than participant education, and working the same with parents in every learning process. From several activities and factors related to strengthening education character (PPK), Muhammadiyah 1 Denpasar Middle School has applied strengthening education character (PPK) with smooth support from various parties, both teachers and parents, and also various parties.

In PAI learning it is about strengthening education character (PPK) in class. In the learning process, PAI teachers have entered a number of drafts in learning to increase education character in students. A number of methods are used by teachers to strengthen education character (PPK) in the learning process, namely, the teachers put in values and character in every aspect of learning, like through stories, discussion classes, or through the actions and behavior of the teacher alone. Then the teacher gives an example to his students for character formation by showing good teacher behavior in front of them, and the students are given a task to practice character in their daily lives, as FH said as a religious teacher.

The obstacles experienced by PAI teachers in applying strengthening education character (PPK) are that the existing curriculum does not yet fully support teaching values and character in an effective way. This can make it difficult for teachers to find an effective way to put the PPK in learning. Then, then from facet, his students have different characters that teachers must give to mark characters who can be understood by all students, as said by FH as a religious teacher.

In implementing strengthening education character (PPK) in PAI learning process activities, it has an influence on performance learning and also behavior as a as a good student because, through education, the character of the teacher forms students into diligent, independent, trusting people, which increases motivation and has an impact on achievement. Influence on behavior students, among them moral strengthening, having good social skills, improving motivation study, as well as being capable of

making students more believe in themselves in small groups in the classroom.

Strengthening education character (PPK) has curriculum implemented by teachers at SMP Muhammadiyah 1 Denpasar to support success in education character, among related curriculum programs with education character at school. This namely: religious and ethical studies character, activity extracurricular like Hizbul wathan that forms discipline students, activities social, sharing to fellow students in need from whoever needs it assistance, and habituation reading prayers and letters short before carrying out prayer noon congregation.

From the curriculum, Muhammadiyah 1 Denpasar Middle School has linkages with strengthening education character (PPK). In a very related extracurricular program with PPK, Hizbul Wathan, there is also a site holy, and so on sports other than futsal, badminton, and basketball, whatever the form of character, students become hard workers, disciplined, enthusiastic fighters, and solidarity.

Character terms are a new term used in Indonesian discourse in the five-year final this year. This term is often connected with the terms morals, ethics, morals, or mark. Characters are often too linked with problem personalities, or at least there is quite an era relationship between the characters and personality somebody. Character is interpreted as "character, character, morals, or personality"—someone who is formed from the results of internalization of various virtues he believes in and uses as a basis for his method of view, think, behave, and act. Virtue consists of a number of values, morals, and norms, like honesty, bravery, being trusted, being respected by other people, and so on (Hasan, 2012).

Furthermore, education character has its own objective as follows: develop potency affective participant educate as humans and citizens who own values culture and character nation; develop habits and behavior participant commendable and consistent education with universal values and traditions culture religious nation ; embed soul leadership and responsibility answer participant educate as successor nation; develop the ability to participate, educate, and become independent, creative, and insightful human beings of nationality; develop an environment life school as safe, honest, full of learning, creativity, and friendship, as well as a high and full sense of nationality and strength. (Puskur, 2010).

According to Head of School:

Character building is something effort systematic for form and develop character positive on the individual, esp in context education. Character building aims to help participants develop moral values, ethics, attitudes, and skills for positive social. Strengthening education character is an important step in creating an environment supportive of education development for personal and social participants.

At Muhammadiyah 1 Denpasar Middle School, apart from focusing on learning in the classroom, this school this also has a focus on developing

character for the students in developing moral values, ethics, attitudes, and skills positive social so the students at school can get knowledge lessons in class and also get education and good character. Character is a combination of morals, ethics, and morals. This matter is in accordance with the results of the study Omeri (2015), who said that morals are more focused on quality deeds, actions, or behaviors of men, or on deeds that can be said to be good or bad, correct or wrong. On the contrary, ethics provides an evaluation of good and bad based on applicable norms in certain public places.

In the perspective of the Al-Qur'an, education character is formation and complete development of man because the material presented must bring change to the soul, mind, and body (Burhanuddin, 2019). Allah SWT says in Surah Al-Isra ': 24: And lower it yourself to they together with full beloved and say, "O My God, have mercy they both, as they together have educated, I time small. (Qs Al-Isra':24).

In verse, we know that a man can be taught from a young age, specifically in educating character. So, from what Islam teaches, educate children in their development potential, and you can find out that each of them owns good spirit and ethics. In line with That's a Teacher at Muhammadiyah 1 Middle School, Denpasar said:

Character building from the perspective of the Qur'an has been based on the discovery of Islamic values in the holy book Al-Qur'an and the Sunnah of the Prophet Muhammad SAW. A number of principle main in education character according to the perspective of the Qur'an involves moral, ethical, spiritual and social aspects. Character building, according to the perspective of the Qur'an, is not only simply learning moral values but also involves a spiritual dimension and a consciousness of obligation towards God and each other. Concepts: This becomes the basis of a responsible individual who is responsible, fair, and devout in life daily.

To increase education character, the teacher at Muhammadiyah 1 Denpasar Middle School has based his conceptualization of education character on the Al-Qur'an and Sunnah of the Prophet Muhammad SAW. In line with the study, Sari (2017) said that the nature of the Qur'an education character involves moral, ethical, spiritual, and social aspects, as well as awareness of the obligations of Allah SWT and others. So, education and character can form a self-responsible individual who is responsible, pious, and useful for others.

According to the teacher, it is in the process of strengthening the character of education in the school environment, which can involve various methods and programs:

A number of methods and programs are used at SMP Muhammadiyah 1 Denpasar to strengthen educational character, including: (1) Character Lessons, (2) Extracurricular Programs, (3) Collaborative Projects, (4) Social and Humanitarian Activities, (5) Habituation Positive, (6) Reflection and Ethics Discussion, (7) Activities in Religion and Spirituality, and (8) Training Social Skills.

As for the strengthening process of education character (PPK) using the scholar program character, this program emphasizes habituation, which

students are used to with good activities. This matter is in line with the study Saepuloh et al., (2023), who said that method is very good habituation. For formation character, scholar program character owns stage activity daily, weekly, monthly, and semi-annually. Daily programs like habituation, prayer, dhuha, and other activities.

In strengthening education, character Muhammadiyah 1 Denpasar Middle School involves teachers to follow strengthening workshops or seminars on education character. Head Muhammadiyah 1 Denpasar Middle School said:

Muhammadiyah Middle School compiles design workshop activities about strengthening character education at least three times each year. Activities that involve all over-inhabitant school. Muhammadiyah Middle School was involved actively in sending teachers as participants in workshops and training held by the local department, both scaled district, province, and national.

Muhammadiyah 1 Denpasar Middle School has a design for strengthening education character (PPK) involving participation of all inhabitant schools and teachers in workshops and training. Possible activities support success by strengthening educational character at school (Andiarini et al., 2018). The teacher at Muhammadiyah 1 Denpasar Middle School said:

Curriculum Ismuba from PP Muhammadiyah, Habituation Program (Murojaah, Duha Prayer, Prayer Congregation, TPQ), Mandatory Extracurricular Programs (Tapak Suci, Hizbul Wathan, and IPM), Academic and Non-Academic Extracurricular Programs, and School Program Reformer (Selection Trash and Healthy Canteen).

In the implementation of strengthening education character (PPK) at SMP Muhammadiyah 1 Denpasar, there are possible activities that support PPK, like prayer dhuha, extracurriculars, and so on. Apart from the activities that can be done to support success in strengthening education character, there are also factors that become important to success in strengthening education character (Pridayani & Rivauzi, 2022). The teacher at Muhammadiyah 1 Denpasar Middle School said:

Source Power humans who support the PPK program, the system that is built aligned with ongoing PPK programs, facilities, and infrastructure try to improve to support the PPK program, support from parents.

Apart from supporting activities strengthening education character (PPK), SMP Muhammadiyah 1 Denpasar also has an important part to play in supporting success in education character, such as human resources who support the PPK program, facilities, and continuing to be improved parents. Muhammadiyah 1 Middle School Denpasar is striving to strengthen education and character in a number of ways. The teacher said: "supporting programs strengthening education character, implementing supporting programs, and evaluating programs to increase strengthening education character."

A teacher must strive to increase education characters at school; a lot is done by a teacher, as said by the teacher at SMP Muhammadiyah 1 Denpasar above. This matter, in accordance with the study Siregar (2017), said that in an effort increase the strengthening of the education character of *the full-day school* program and develop quality education, this program is also an effort to form faith and morals in students and instill positive values.

Of the many factors, support and also possible activities increase strengthening education character (Nugraha & Rahmatiani, 2018). Muhammadiyah Middle School has applied strengthening education to all students, as said by the teacher “Thank God I did walk with fluency, with support from various parties, teachers, parents, and various parties. For form character participant education.”

This school has implement strengthening programs education character (PPK) with many factor support from various party Good from teachers, parents , and various party in formation character participant educate .

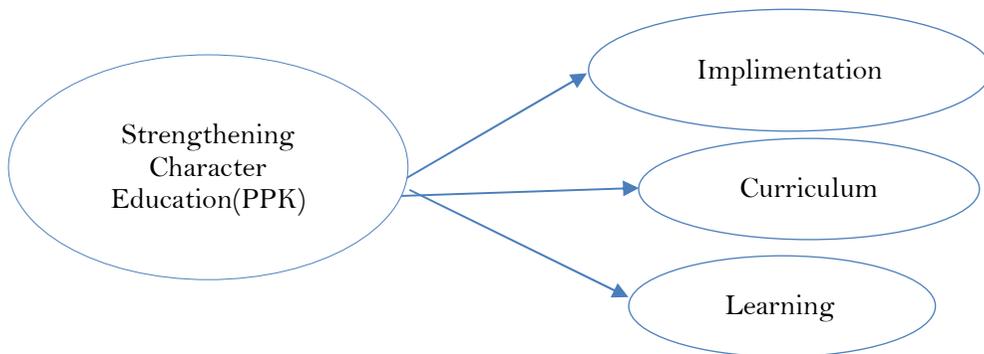


Figure 1. Strengthening Character Education (PPK)

PAI teachers already apply strengthening education character in the learning process in class. In the learning process, PAI teachers have entered a number of drafts in learning to increase education character in students. A number of methods are used by teachers to apply strengthening education character (PPK) in the teaching process, as said by FH as a religious teacher:

The teachers entered values and character into every aspect of learning, like through story, discussion class, or through the actions and behavior of the teacher alone. Then the teacher gives an example to his students for character formation by showing good teacher behavior in front of them, and the students are given tasks to practice character in their daily lives.

In PAI learning at SMP Muhammadiyah 1 Denpasar, there have been values-based characters in learning, like through the story, actions, and behavior of the teacher alone. This matter is in line with the study Solehat & Ramadan (2021), who said that PAI teachers plan to strengthen education

character in learning and include values and expected character inside the plan for implementation learning (RPP). In implementing strengthening education character (PPK), there are a number of obstacles experienced by teachers in the learning process (Utami, 2019). FH, as a religious teacher, said:

Sometimes, the curriculum has not yet fully supported teaching values and character in a way that is effective. This can make it difficult for teachers to find an effective way. For enter PPK into learning, then from facet different students' characters, teachers have to be able to give mark characters who can be understood by all students.

There are so many factors faced by PAI teachers to apply education character in the learning process. This matter in accordance with results study Darmuin (2012) said that approach education character including : a) exemplary. Unit formal and non-formal education is a must to show reflective examples of values the character will develop. Behavior educators and personnel education should give examples of good actions so that they become role models for participants. b) learning in the classroom. Every material lesson or planned activity is special. Every activity studied develops abilities in cognitive, affective, and psychomotor areas. c) integration of education into all material lessons. Substance in a way that is explicit or implicit Already There is competence formulation in the core standards (primary education and education intermediate). Ensure that every learning material has its own impact on instructional or impact-accompanist formation. d) integration in activities (co-curricular and extra-curricular). e) empowerment and acculturation. Development character can be seen from facet macro and micro. f) reinforcement. Strengthening starts with the environment nearby and extends to more surroundings.

The implementation of strengthening education character (PPK) has an influence on performance study students and behavior students (Najib & Achadiyah, 2012). As said by FH as a religious teacher:

Of course, there is influence because, through education, the character of the teacher forms students into diligent, independent, and trusting people, which increases motivation and has an impact on achievement. Influence on behavior students, among them moral strengthening, having good social skills, and improving motivation Study as well as capable make student more believe self in lead groups small in the classroom.

Strengthening education character (PPK) has an influence on performance, learning, and behavior in students. Indeed, indeed education character can help students become independent and trusting people, which can increase motivation to learn it, and then have an influence on morals, social good, and ability to make student more believe in themselves. Of the many influences positive through education, character There is one thing that can support success in strengthening education character, and that is the curriculum at SMP Muhammadiyah 1 Denpasar. A teacher said:

Among related curriculum programs with education character at school This namely: religious and ethical studies character, activity extracurricular like Hizbul wathan that forms discipline students, activities social, sharing to fellow students in need from whoever needs it assistance, and habituation reading prayers and letters short before carrying out prayer noon congregation.

The Muhammadiyah 1 Denpasar Middle School curriculum has related activities with education character, religious and ethical studies character, activity extracurricular, and habituation prayer congregation. Parents are too important to support success in strengthening education character for students because their role is important to its success. Education character implemented by the school can lift values and character as part of the of the objective school, building strong relationships in an effort to strengthen values and character for students (Wulandari & Kristiawan, 2017).

In the Muhammadiyah 1 Denpasar Middle School curriculum, you can have a good impact on strengthening the education character of students with a number of activities that become part of the aspect character. As for integration strengthening education character (PPK) with activity extracurriculars that have been applied at Muhammadiyah 1 Denpasar Middle School, as said by a teacher:

One of the very strong extracurricular programs connected with PPK is Hizbul Wathan; there is also a site holy; and so on in other sports like futsal, badminton, and basketball, whatever the form of character, students become hard workers, disciplined, enthusiastic strugglers, and solidaritrys.

A number of extracurricular own linkages in development education character, as said by the teacher at SMP Muhammadiyah 1 Denpasar, exists activity Hizbul Wathan, tread holy, and some activity sport—where else? matter the Can form character participant educate become worker hard, disciplined, enthusiastic struggle and also solidarity in TEAM. In formation, characters can also be applied through activity. Friday share, pray tahajjud, read prayer at the beginning and at the end of the of the activity. Study teaching, caring for others, praying in congregation, and spiritual programs (Syafri et al., 2022).

Conclusion

In the last five years, the term character has become increasingly common in Indonesian discourse. The term is often associated with morals, ethics, morals, or values, as well as personality issues. Character is understood as a disposition, character, or personality formed from the internalization of various virtues, which become the basis for a person's way of seeing, thinking, and acting. Character education has the main purpose of developing the affective potential, habits, behavior, leadership spirit, and responsibility of students, as well as creating a safe, creative, and nationalistic school environment. The Quranic perspective also emphasizes

the formation of the whole person, including aspects of the soul, mind, and body, based on Islamic values.

Muhammadiyah 1 Denpasar Junior High School has implemented various methods and programs to strengthen character education, including character lessons, extracurricular activities, collaborative projects, social activities and positive habituation. In the perspective of the Quran, character education involves moral, ethical, spiritual, and social aspects as well as awareness of obligations towards Allah SWT and others. There are various factors supporting the success of strengthening character education, including human resources, an aligned system, facilities and infrastructure, and support from parents. Teachers play an important role in implementing character education by incorporating character values in learning, setting examples and involving students in activities that strengthen character.

The challenges in developing character education include a curriculum that is not yet completely supported and differences in student personalities that necessitate diverse approaches. Character education methods include modelling, classroom learning, integration into all topics, co-curricular activities, empowerment, and reinforcement. Strengthening character education improves academic attainment and student behaviour by enhancing learning motivation, moral reinforcement, social skills, and self-esteem. A curriculum that includes character education as well as supportive extracurricular activities is essential for developing student character.

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Conflict of Interests

There are no disclosed conflicts of interest for the writer. I attest that the submission is unique and is not already being considered by another publisher.

Ethical Considerations

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